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ABSTRACT

A training program was developed for male correction officers confronted with pat frisking female inmates. The training goal was to have correction officers in women's prisons identify female inmates' contraband and be able to determine alternatives for male correction officers who were confronted with pat frisking female inmates. The Dick and Carey (1985) Instructional System Design model (analysis, design, development, implementation, and evaluation) was used. The analysis stage identified the need for this training, which was based on the daily tasks of a correction officer. In the design stage, the instructional objectives were developed, grouped, and sequenced into manageable lesson plans. The method and media were determined to provide instructional information and to gain and maintain learners' attention. Test items were constructed, and evaluation methods were chosen. The development stage gave a step-by-step description of the information, examples, practice items, and feedback needed for each objective. During this stage, subject matter experts examined the project. In the implementation stage, participants were identified for trial tests. Revisions made in the materials were based on the feedback received from one-on-one and small group trials. In the evaluation phase, the pretest was statistically compared to the posttest. Results indicated that the training was effective. (Appendixes include the job task analysis, instructional objectives, learning materials, instruments, and 27 references.) (YLB)

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The Faculty of the
School of Media and Arts
of The New York Institute of Technology

accepts the
Thesis/Project

A TRAINING PROGRAM FOR PAT FRISKING FEMALE INMATES FOR NEW YORK CITY DEPARTMENT OF CORRECTION OFFICERS

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Brenda M. Andrews

in partial satisfaction
of the requirements for the degree of

Master of Science

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A TRAINING PROGRAM FOR PAT FRISKING FEMALE INMATES FOR NEW YORK CITY DEPARTMENT OF CORRECTION OFFICERS

by
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B.A. 1976, The City College of the City University of New York

A Thesis/Project
submitted to The Faculty of the School of Media and Arts
of The New York Institute of Technology in partial satisfaction
of the requirements for the degree of

Master of Science

January 15, 1991

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CHAPTER 1

INTRODUCTION

Overview

Nationwide, the adult female inmate population has increased because of the drug problem that has plagued society. The majority of adult female inmates are charged with drug possession, prostitution for drug money, and robbery for drug money.

In order to overcome the effects of past discrimination, federal, state and local correctional facilities have opened employment opportunities for female correction officers in male inmates' correctional institutions. Traditionally, female correction officers were limited to employment in female inmates' institutions. This restricted their opportunity to advance in the field of corrections. Opening employment opportunity for female correction officers in male institutions has forced federal, state, and, local correction facilities to place male correction officers in female inmates' living quarters.

The present curriculum at the New York City Department of Correction Academy covers the interaction, policy and procedure for working with male inmates. It does not address the female inmate population. According to the Statistical Division of the New York City Department of Correction, in March 1990 there were 19,541 inmates in the city system. Of that number, 1,706 were adult (individuals 18 years of age and older) female inmates. Even though it is a small percentage of the total number(9 percent), it has doubled since March 1989 when the female population was 805. Since the focus of the Academy is on male inmates, the male Correction Officers are entering adult female inmates' living quarters with limited knowledge of the policy and procedure for working with female inmates.

Background

The male correction officer is faced with the dilemma of enforcing the law by breaking the law. As Correction Officers, they are authorized by Criminal Procedure Law 2.20 (c) and Directive 4500R to conduct pat frisks of inmates. Under the Civil Rights Act of 1964, Section 703 of Title VII prohibits unwanted verbal and physical conduct of a sexual nature. This conduct constitutes sexual harassment. Because of the lack of training on the policy and procedure for working with female inmates, male correction officers

are enforcing Criminal Procedure Law 2.20 (c) and Directive 4500R and breaking the Civil Rights Act which prohibits the pat frisking of female inmates. This action will inevitably lead to allegations of sexual harassment against male correction officers.

In addition, Directive 4500R authorizes correction officers to seize contraband from inmates. At the Academy, correction officers are trained to recognize and seize generic contraband. There is contraband that is exclusively found in the possession of female inmates that is not being seized, for example, perfume, nail polish, and nail polish remover. This is due to the lack of training in the area of female inmates' contraband. Failure to seize contraband can lead to the injury or possible death of an inmate or officer.

The setting for this project is the New York City Department of Correction Academy. It is a low-to-no security facility with no inmates. Classrooms are brightly colored, well ventilated, well lit and can accommodate up to 35 trainees. The facility is used for entry level training, as well as for continuing training.

The target population for this project consists of recruit officers. They are civilians that passed the civil service exam with an accuracy of 70 percent or higher. To qualify for the civil service exam, one must have at least a

General Equivalency Diploma education and be twenty-one years of age by the time the exam is taken. There is no employment requirement.

STATEMENT OF PROBLEM

An interview was conducted with the Commanding Officer of entry level training to substantiate the need for a training curriculum to deal with the female inmate and to assist in focusing on what aspects of the female inmate should be covered. When asked, "Why do you see a need for a curriculum on the female inmate?", the Commanding Officer explained, "The female inmate population has tripled in the past five years and the present training is geared towards the male inmate. Female inmates require different techniques that have not been addressed in our training curriculum." When asked, "What type of information do you feel the recruit officer needs to know about working with female inmates?", he responded with, "Steps to be taken when a male officer is physically searching the female inmate, where female inmates hide contraband, homosexuality among female inmates, and what is considered contraband in a female institution." He was then asked, "Do you foresee allegations of sexual harassment charges arising because male correction officers will be working directly in female housing areas?" He replied that,"There is a need for a

female inmate curriculum in order to avoid such charges. This program should provide a clear procedure for male officers working in female inmates' housing areas."

It is part of a correction officer's duty to inspect assigned areas and inmates for conditions that threaten the safety and security of the institution, a part of securing the institution is conducting pat frisks on inmates. A proper pat frisk requires the touching of the breast and groin areas. To prohibit male correction officers from pat frisking female inmates would be breaking Criminal Procedure Law 2.20 (c), which empowers correction officers to "carry out warrantless searches whenever such searches are constitutionally permissible and acting in pursuant of their special duties." Departmental Directive 4500R, which authorizes correction officers to conduct pat frisks, would also be breached. It would be permitting male correction officers to neglect their duties of inspecting inmates for conditions that threaten the safety and security of the institution. To permit male correction officers to pat frisk female inmates would be enforcing Criminal Procedure Law 2.20 (c) and Departmental Directive 4500R while violating the Civil Rights Act of 1964, which prohibits unwanted verbal and/or physical conduct of a sexual nature.

Purpose of the Project

This project is to enable Correction Officers to enforce Criminal Procedure Law 2.20 (c) and Departmental Directive 4500R without violating the Civil Rights Act of 1964. This project is also designed to enable the correction officer to identify contraband as it pertains to female inmates.

Definition of Terms

Correction officers like police officers have a language of their own. To understand this project one needs to be familiar with the following terms:

1. Inmate - a person confined to an institution but not necessarily convicted of any crime.
2. Directive - an order promulgated by the Commissioner, implementing policy programs affecting the operations and functions of the Department.
3. Pat Frisk - a brief search of the person, limited to a "pat down" of the person's outer clothing.
4. Contraband - articles which are readily capable of being used to cause death or serious physical injury. Articles that are toxic or caustic agents.
5. New York City Department of Correction Academy is located at 66-26 Metropolitan Avenue, Middle Village, New York. There are 49 training instructors of which seven are civilians and 42 are uniform staff. The

Academy graduated 2,900 recruits between January 1st, 1990 and October 31st, 1990.

ASSUMPTIONS

1. That the trainee has passed New York City's Civil Service Exam and is twenty-one years of age or older.

2. That the trainee has at least a General Equivalency Diploma.

3. That the trainee has no knowledge of Correction policies and procedures.

4. That a class will consist of twenty-five learners.

Limitations

1. That the New York City Department of Correction Academy operates on a limited budget, so that methods and media have to be transferable from one subject matter to another related subject.

2. That there is a time constraint on this lesson due to the amount of subject areas required by state law to be covered prior to the recruit's graduation.

3. That due to the number of recruit classes, there is limited time to conduct training of trainers sessions.

4. That since a number of the instructors are uniformed staff, they can be transferred to the jail setting

at any time. They would then be unavailable as instructors.

5. That there is one copying machine available. It constantly breaks down. Instructors have to be creative and utilize alternatives to the student handouts.

Method and Procedure

The method used to develop this instruction was based upon the Joint Services Model of Instructional System Design (ISD) Center for Educational Technology, 1976. This model, often adapted, is the most widely used ISD model. The major instructional area is adapting Criminal Procedure Law 2.20 (c) and Departmental Directive 4500R to the adult female inmate population.

Analysis

This project requires the use of two domains: intellectual skills, and psychomotor skills.

The focus of the first cluster is in the intellectual skills domain. The subskill required is the knowledge of Directive #4500R. The learner must state in writing the definition of a pat frisk. The definition given must correspond with the definition provided in Directive #4500R.

The second cluster is classified in the psychomotor domain. The subskill needed for this section is an demonstration of the difference between patting and rubbing.

With the use of a checklist, the learner must demonstrate a pat frisk.

The third cluster requires the use of intellectual skills. Knowledge of what parts of the body are touched during the pat frisk procedure is the subskill needed for this section. The learner must therefore, use problem solving techniques to resolve the scenarios given in the instructions.

Implementation

The lesson was written for recruit correction officers of the New York City Department of Correction Academy. Those individuals who successfully passed the New York City's Civil Service Exam. It was written for use in the recruit curriculum, that consists of eight weeks of classroom training at the Academy. It is focused to assist correction officers, especially male officers, in performing their duties within the guidelines set by the New York City Department of Correction when working in adult female inmate housing areas.

Evaluation

Summative and formative evaluations will be conducted. The summative evaluation will be compared with the results of the pretest and the use of a checklist as a follow-up tool. The formative evaluation offers the opportunity to

collect data that assist in revising the content, media, methods and tests in the instructional materials.

Summary

Throughout the United States, and especially in urban areas, the adult female inmate population has been steadily increasing. Female correction officers are opting to work in male inmate correctional settings, because of the greater opportunity for advancement. This has forced correctional administrators to place male officers in female inmates' correctional setting. The need for specialized training for working with the female offender is becoming essential to the training of correction officers.

The goal is to have correction officers thoroughly knowledgeable to Criminal Law, Departmental Directives and the Civil Rights Act of 1964 to perform their duties successfully and without the threat of sexual harassment allegations. The creation of this lesson will achieve that goal.

CHAPTER 2

ANALYSIS

Introduction

The analysis stage of this project exhibits the need for a training program for male correction officers when confronted with pat frisking female inmates. The analysis provides the designer with other correctional facility solutions to the same problem of pat frisking inmates who are of the opposite sex of the officer. The analysis stage eliminates information that will lessen the learners' motivations and assist in targeting the amount of instructions needed to reach the desired performance on the job. In addition, a proper analysis aids in saving the agency money and time. This is done or achieved by acknowledging programs that have failed to provide a reasonable procedure for the pat frisking of inmates of the opposite sex. In addition, utilizing programs that were successful in achieving this goal.

The analysis takes into consideration the agency's needs and constraints. The designer considered the agency's policy and procedures for performing the task as well as the time, space and funds available to complete the task. The analysis also identifies the learners' needs and knowledge of the desired performance. It considers the

learners' sex, age, educational level, and the motivation for the task.

The designer acknowledged the agency's need for a program to address the issue. Acknowledgement was also given to the agency's constraints, the learners' background, and motivation, aided in developing a block of instruction that successfully met all aspects of the analysis.

Needs Analysis

A large number of females have chosen Corrections as a profession, because of the opportunity of advancement offered to females since,

> "...the 1970's local and state departments of correction have been forced to comply with federal legislation forbidding employment discrimination based on sex. Given the basis on which females could speak out against unfair practices and conditions in the corrections system." (Feinman, 1986)

Title VII of the Civil Rights Act of 1964 has forced correction administrators to assign male and female officers on an equal basis to work in all capacities regardless of the sex of the inmate. From the onset of this policy, correction administrators have been faced with the dilemma of the privacy of adult female inmates when male correction officers are assigned to the housing area and upholding the aforementioned Civil Rights Act.

In 1978 the adult female inmates at Bedford Hills, New York,

> "...charged in a class action suit that the prison's male officers violated the privacy of the 407 women inmates" (Feinman, 1986) 43

Table 1 was provided by the Bureau of Justice Statistics and indicates a nationwide growth in the number of adult female inmates. This growth required additional policies to ensure the privacy of the adult female inmate during strip search and pat frisk procedures. For the purpose of this project, the designer focused on the pat frisk procedure of adult female offenders.

Table 1

Nationwide Statistic of
Adult Female Inmates in
State and Federal Prisons

YEAR	POPULATION
January 1st - June 30th, 1990	43,541
January 1st - December 31st, 1989	40,556
January 1st - December 31st, 1988	32,691
January 1st - December 31st, 1987	28,839
January 1st - December 31st, 1986	26,610

In Mountainview Correctional Facility, Annandale, New Jersey, the question of pat frisking adult female inmates by male correction officers was permitted by the adoption of a policy dated May 21, 1985 which states,

> "A pat frisk is a thorough search of a fully clothed inmate, including the clothing and personal property in the inmate's possession. May be conducted by either male or female officers." (Department of Corrections, Annandale, New Jersey, 1985)

Mountainview was empowered to implement such policy based on the New Jersey State Statute which states:

> "Pat searches may be conducted by either male or female officers regardless of the sex of the inmate." (New Jersey State Statue, 10A 3-5.6(d) 1988)

The Civil Rights Act of 1964 was amended by the Equal Employment Opportunity (EEO) which defines sexual harassment as:

> "...unwelcome sexual advances, requests for sexual favor's and other verbal or physical conduct of a sexual nature." (Civil Rights Act of 1964)

Conducting a pat frisk requires the inmate to stand still with her feet apart and her arms extended. The officer then searches by feeling the arms, rib cage, back, chest, stomach, hips, legs, buttocks and, groin areas. In the case of a male officer performing this technique on a female inmate, it can be considered "physical conduct of a sexual nature." Is Mountainview Correctional Facility setting the stage for their male officers to be sued for

sexual harassment? As in the case of eighteen male correction officers in the Reformatory for Women in Marysville, Ohio.

> "...sexual harassment and other sex crimes alleged in a lawsuit in the Ohio Court of Claims. The lawsuit filed November 1988 resulted in the firing and resigning of eighteen male correction officers." (Corrections Digest, 1990)

The Department of Correction in Trenton, New Jersey, upholds the New Jersey State Statute on the subject of pat frisking, but deters the possibility of sexual harassment allegation by implementing a Memorandum:

> "When two or more officers are assigned to a housing unit, one officer on duty must be of the same sex as the inmates residing on the unit, other officers assigned to the unit may be either sex. When only one officer is assigned, that officer must be of the same sex as the inmate population." (Trenton, New Jersey Department of Correction, 1989)

Memoranda of this sort in corrections become policy and are included in the training program.

South Carolina Department of Correction also instituted a policy prohibiting the pat frisking of inmates by officers of the opposite sex.

> "...as prescribed for inmates, the pat frisking should be conducted by officers of the same sex." (South Carolina Department of Correction, 1987)

Pinnellas County Florida, Detention and Corrections Bureau reference their policy on pat frisk:

> "Pat frisks are frequently used in the daily regimen of a facility. It is also the type of search most likely to be performed improperly. It should be

> conducted by an officer of the same sex as the inmate and performed when there is probable cause to believe the inmate possesses contraband on his/her person." (Pinnellas County Florida, Detention and Corrections Bureau, 1989)

Even though the officers at Pinnellas County are trained in the pat frisk procedure, their administration acknowledged the possibilities of the procedure being conducted improperly. This can result in sexual harassment allegations. To circumvent the possibilities of such allegations they eliminated the power of the male officers to pat frisk female inmates.

Missouri, St. Louis Department of Corrections and Human Resources approached the problem from a different angle. They suggest that a pat frisk be conducted by an officer that is of the same sex as the inmate, when possible. Then

> "All non-emergency, random and unscheduled pat frisks of inmates that requires only one officer shall be conducted by an officer of the same gender when such is physically present at the place of search. Opposite gender pat frisks shall not involve a deliberate examination of the genital, anal or nipple area." (Missouri, St. Louis Department of Corrections and Human Resources, 1988)

This policy exempts St. Louis Department of Correction of any lawsuits in regards to sexual harassment and places the full responsibility on the officer. It becomes the officer's responsibility to conduct the pat frisk as trained which is based on the aforementioned policy and procedures.

Table 2 provided by the New York City Department of Correction's Management Analysis Unit indicates that the

adult female inmate has more than doubled in the past four years. The inmate population has increased and male correction officers have been assigned to work directly with female inmates.

Table 2

New York City Department of Correction

Adult Female Inmates

Average based on fiscal year. July 1st - June 30th. 1989 - 1990

Year	Population
1990	1,711
1989	1,432
1988	1,125
1987	960
1986	733

The policy on pat frisking has not addressed the issue of male officers pat frisking female inmates. The policy states:

> "A "Pat Frisk" shall be made on inmates to be interviewed by Departmental Officials, members of the Board of Parole, Official Visitors and inmate visitors; prior to and after closed visits, going to and returning from outside work details, and when there are reasonable grounds to believe inmates are in possession of contraband." (New York City Department of Correction Directive 4500R, 1983)

This power is granted through the New York State Criminal Procedure Law 2.20(c):

> "The power to carry out warrantless searches whenever such searches are constitutionally permissible and acting pursuant to their special duties." (New York State Criminal Procedure Law 2.20(c) 1985)

The New York City Department of Correction, unlike the aforementioned facilities, does not prohibit the pat frisking of inmates by officers of the opposite sex. The policy does not state a procedure of conducting the pat frisk. Presently at the NYC Department of Correction Academy the curriculum does not address the pat frisking of adult female inmates by male correction officers.

Failure to train places the NYC Department of Correction in the position to be sued by the victim of sexual harassment as well as by the officer.

> "Courts have stated that since an employer has control over the employees - have selected, hired, assigned and supervised them - he or she is also the proper person, in addition to the employees themselves, to hold liable for their acts. Who is held liable are the top officials and/or the unit of government involved." (Margaret Fisher, Edward O'Brien, David T. Austern, 1987)

The agency is liable for constitutional violations committed by an officer when there is a custom that is , practiced that links the officers to violation of constitutional rights.

The constitutional right in question is the Civil Rights Act of 1964 Section 703 of Title VII that prohibits the unwanted verbal and/or physical conduct of a sexual nature. The NYC Department of Correction does not prohibit

the pat frisking of female inmates by male correction officers in policy or procedure.

A lawsuit would cost the NYC Department of Correction much more than it will cost to implement a training program to train the recruit officers on a procedure for pat frisking female inmates by male correction officers.

Job Task Analysis

The Job Task Analysis was conducted by the designer observing male correction officers in the NYC Department of Correction Female Institution. Sixteen hours were spent in the facility and nine male officers were observed working in adult female inmate housing units. This designer noted that the nine officers were not pat frisking female inmates as they returned from official and personal visits. Neglecting to perform this aspect of their responsibility is in violation of Directive 4500R and NYS Criminal Procedure Law 2.20(c). When questioned on their violations, they expressed a fear of sexual harassment allegations, due to the areas of the body that are touched during a pat frisk. Avoiding the pat frisk of female inmates could result in a potentially dangerous situation for their fellow officers and inmates. This violation becomes an avenue for the female inmate to bring in contraband--drugs, weapons and other dangerous articles. The job task analysis appears in Appendix A.

Target Population Analysis

The target population for this project are twenty-five recruit officers who have no knowledge of the generic pat frisk procedure. A survey conducted on twenty-five members of the target population revealed that 15 of the trainees were females and 10 were males. Eighteen were African Americans; five Hispanics and two Caucasians. The age category disclosed that 16 were within the 21-25 age group; three were within the 26-30 age group and one was older than 36. Educational background indicated that 11 were high school graduates; 11 had some college and three graduated from a four year college. As prior supervisors, 13 had supervised five or more people and 12 had never supervised people. In working in the capacity of supervisor/manager, nine members of the target population indicated prior experience. Hobbies indicated in the survey were sports such as tennis, swimming, weight lifting, aerobics, and biking. Cultural events like dancing, music, and martial arts; other activities included reading and shopping. When asked which gender of the inmate population they preferred to work with, 11 indicated they preferred to work with male inmates; 13 were willing to work with either male or female inmates and one preferred to work with female inmates. They were all unlearned and inexperienced in

Correction's policy and procedure prior to taking the position. The majority of the survey group chose corrections as a profession for the financial opportunities. According to the curriculum schedule, the survey group had not received training in physical search of inmates and identifying contraband. In order to receive an idea of the target population's interest and concern about working with female inmates, the following question was asked: As future Correction Officers, what would you like know about working with female inmates? The responses fell into several subject areas, such as: type of criminal charges females are detained for; what kind of force should and could be used on female inmates; female inmates' reactions to certain situations; assisting female inmates during premenstrual syndrome; the comparison of the degree of violence of the male and female inmate; the suicide and escape risks among female inmates.

Organizational Constraints

The organizational constraints within the NYC Department of Correction Academy consist of limited time, instructors and monies for materials. The recruits are in the Academy for eight weeks, within that time they have two weeks of on-the-job training. The remaining time has to be shared with New York State required classes and NYC Department of Correction's policy and procedures. This

project has to be conducted within the given time without any deviation, in order to stay within the recruit curriculum schedule.

Time is also limited in regards to the instructors. The majority of the Academy's instructors are uniformed (officers and captains) staff, who can be promoted and transferred to a jail setting at any given time. With the back-to-back scheduling of recruit classes, it becomes difficult to schedule time to conduct a training of trainers class for the instructors in this or any new instructional design. The time constraints were taken into consideration by this designer. This instructional program was designed so that any instructor can teach it without attending a structured training of trainers.

June 30th is the end of the fiscal year for the New York City Department of Correction, any new programs developed after the budget has been submitted has to utilize the already existing materials. For that reason, this designer suggested media such as flip charts and student handouts that are readily available at the Academy, and that can be transferred to other subject areas.

Instructional Goal

The goal of this block of instruction is to enable the male correction officer to enforce mandated Constitutional Laws, NYS Criminal Procedure Law and NYC Department of Correction Directive as it pertains to the pat frisking of adult inmates by officers of the opposite sex. This procedure will be learned, understood and retained by the recruit correction officer.

The needs analysis revealed the need for a clear and precise procedure concerning the pat frisking of the adult female inmate. Having a procedure in place is not enough, recruit officers must be given the opportunity to see the need for the procedure and the ramifications of <u>not</u> implementing it.

The job task needs revealed the lack of a procedure and training to the recruit correction officer regarding the pat risk of adult female inmates. This designer decided to include instructional tasks that are related to the instructional goal. They are:

1) Demonstrate a pat frisk.
2) State how to avoid sexual harassment allegations.
3) Identify contraband that is exclusive to the adult female inmate, which may be found during a pat frisk.

The target population's educational and vocational background necessitates a block of instruction that would be simple enough for the slow learner and challenging enough for the advanced learner.

Literature, Existing Course, and Material Review

Related Theory:

The objective of this project is to have the learner identify the possible legal ramifications of a male correction officer pat frisking a female inmate and being able to demonstrate a pat frisk under the appropriate circumstances.

This designer based the objectives on Bloom's Taxonomy (1956) by applying two of the six major levels of the cognitive domain. Bloom's cognitive domain levels include: knowledge, comprehension, application, analysis, synthesis and evaluation. The two classes that were implemented in the objective of this project were application, for the learner had to be able to apply the appropriate response based on the circumstances given. Knowledge was also included in the objective, for the learner had to recall the type of contraband that is found in the possession of a female inmate.

Gagne (1985), on the other hand, described five varieties of learned capabilities: intellectual skills,

verbal information, cognitive strategies, motor skills and attitudes. This theorist concept of the dimension of motor performance was utilized. The "fine performance" needed to conduct a pat frisk is the use of the hands. The "open-looped" task is based on the knowledge from Bloom's Taxonomy.

The instructional design of this project is based on Carl Roger's "Holistic Education" (Laird, 1985), where the individual's personality contains many elements that must be included in the learning process. These elements are intellect, emotions, body, impulse, intuition, and imagination. With the use of the facilitation model these elements were included in the design.

This model allowed the student to" buy into" the learning process, which in turn removes self-structured barriers and allows learning to take place. The asking of reflective questions enabled this designer to tap into the learner's knowledge of sexual harassment and the laws prohibiting such actions. This encouraged the learners to share experiences and create alternatives for male correction officers when faced with the task of pat frisking a female inmate. In addition, the facilitation model allowed the learners to understand the reason for the objectives.

Literature Review

A Dialog search from the National Criminal Justice Reference and the Criminal Justice Periodical index was conducted and revealed that there was very little information on the pat frisking of female inmates by officers of the opposite gender, on the topic of allegations of sexual harassment suits on male correction officers and female inmate's contraband.

There were three periodicals that provided information on the subject matter, they were:

1. Wilson, G. (1990). Illicit relations result in loss of Ohio prison jobs. Journal of Correction Digest.

This periodical contains information on the Ohio Reformatory for Women, where the female inmate population brought charges of sexual harassment against eighteen male correction officers. This publication is very important, for it reveals the ramifications of a male correction officer pat frisking a female inmate.

2. Hogue, C. (1987). How to book and search a female prisoner, and survive. Journal of Correction Digest.

This periodical is important to the needs analysis of this project, for it reveals the need for female inmates to be searched.

3. International Association of Chiefs of Police (1977). Searching prisoners of the opposite sex - document.

This is a Training Key with suggestions on the modifications to pat frisking procedures to aid officers in protecting themselves and their professional reputation when pat frisking prisoners of the opposite sex. This material is very critical to the development of the instructional materials of this project.

4. Whittey, H. (1987). Arrest and apprehension of women. Training Aids Digest.

This publication is of little use to the development of this project for it contains information on the arrest and apprehension of females.

There were two books that this designer found outside of the library search that became very helpful:

5. Feinman, C. (1986). Women in the Criminal Justice (2nd ed.). New York, N.Y.:Praeger Publishers. This book describes the nationwide changes that took place in the correctional world when the state correctional department had to comply with the Civil Rights Act of 1964, Title VII. This publication is important to the needs analysis of this project.

6. Austern, D., Fisher, M., O'Brien, E. (1987). Practical Law for Jail and Prison Personnel (2nd ed.). New York: West Publishing Company.

This publication is critical to the needs analysis of this project for it explains the department's role in lawsuits for failing to train.

The library search revealed a number of books that discussed the problems that developed from placing female correction officers in male inmate facilities. For this reason, this designer contacted several correctional facilities in different states to acquire a copy of their policy and procedure on the search of female inmates by officers of the opposite sex.

7. Mountainview Correctional Facility, Annandale, New Jersey. (May 21st, 1985). Administrative Policy and Procedure Number 9.7.

The policy is of minimal assistance to the development of this project as it empowered male correction officers to pat frisk the female inmate. It does not explain the ramifications of the act.

8. New Jersey State Statute. (December 19, 1988). (Subchapter 5). Search of Inmates and Facilities. (10A:3-5.1).

This statute empowers New Jersey's correctional personnel to search inmates and the facilities for the purpose of controlling and deterring contraband. It serves as a minimal assistance to the development of this project.

9. Civil Rights Act of 1964 (Title VII). Amended by the Equal Employment Opportunity. (1972).

The inclusion of this amendment is critical to this project for the entire instructional program is based on the fact that the female inmates' constitutional rights are being violated, when male correctional officers are permitted to conduct pat frisks.

10. The Department of Corrections in Trenton, New Jersey. Memorandum. (April 11, 1989)

This memorandum is very important to this designer, because it shows that the state statute can be upheld, without violating the constitutional rights of inmates.

11. Pinnellas County Florida, Detention and Corrections Bureau. Inmate Searches. (July 31, 1989). (Directive #2-5180).

This directive supports the need for having the recruit officer perform a pat frisk with a 100 percent accuracy during the evaluation. It also acknowledges the need for having officers of the same sex of the inmate conduct a pat frisk.

12. South Carolina Department of Correction. Search for Contraband. (April 10th, 1987). (Directive #1500.11)

Directive #1500.11 supports the belief that pat frisks should be conducted by officers of the same sex of the inmate.

13. Missouri Department of Corrections and Human Resources. Searches. (November 30th, 1988). (Directive #IS20-1.3).

This Directive is very important to this project. It describes the procedure for conducting a pat frisk on inmates of the opposite sex of the officer.

14. New York City Department of Correction. Control of and Search for Contraband. (July 7th, 1983). (Directive #4500R).

Directive #4500R is critical to the development of this project. It permits officers of either sex to conduct a pat frisk with no regards to the sex of the inmate.

15. New York State Criminal Procedure Law (2.20(c)). (August 1st, 1985).

This state statute is important to this project for it indicates where correction officers receive the power to carry out warrantless searches.

Survey of Existing Courses and Materials

The present instructional design of Control and Search for Contraband at the New York City Department of Correction Academy covers:

1. Five types of searches that are conducted by correction officers.
2. The definition of contraband.

3. The procedural guidelines for the different types of searches.

This designer utilized the definition of contraband from the existing design and included female inmates' contraband in the examples of contraband. The pat frisk segment, explains the procedure for conducting a pat frisk, but does not allow for a practical where the learners would actually conduct a pat frisk. In this project, the designer focused on the pat frisk procedure and allowed for a hands-on practical, as well as provided a checklist for the learners covering the steps of a pat frisk. This checklist was also used as an evaluation tool. Included in this project, that was not included in the present design, is the discussion on the ramifications of a male officer pat frisking a female inmate. In addition, this project developed a method for the male correction officer, when confronted with the task of pat frisking an adult female inmate.

Plan for Design and Development Effort

The analysis phase of this project indicated the need for this instructional program. The use of the hands-on practical produced an assurance that the pat frisk procedure would be performed accurately when the circumstances required the technique. Including female inmates' contraband provided the learner with a rationale for

conducting the pat frisk procedure. Providing information on the ramifications of a male correction pat frisking female inmates eliminates the possibilities of the New York City Department of Correction being named in a law suit for failure to train.

Estimated Student Effort

The estimated student effort was 100 percent. It was that great because the recruits at the New York City Department of Correction Academy are required to attend four classes a day. Each class is an hour and forty-five minutes. They attend the Academy for eight weeks, within those eight weeks they are scheduled for two weeks of on the job training and within the remaining six weeks of actual classroom time, there are required New York State classes that the recruits must take. The tight schedule limited this designer to two periods - - three and one half hours to conduct this training program. Due to the limited time allotted and the amount of information and activities included in the program, the learner will have to have total concentration during the session. There is no time allocated for studying outside of the classroom, for the evaluation is conducted at the end of the session.

Project Plan

The project plan was devised to be completed in the Spring of 1990. Refer to Appendix B for the PERT and Gantt charts of the project plan. Both the PERT and Gantt diagrams are expressed in weeks, rather than days or hours. This effort had to be included in the designer's regular work day so to allow for sufficient time to complete the task, utilization of weeks as a time frame became a more realistic goal. This goal was met within the time frame given.

Budget

The labor portion of this budget is based on $16.00 per hour which is this designer's hourly rate at her present place of employment. The estimate on the support staff is also based on the designer's present hourly rate.

Table 3 indicates an estimation of labor and materials. It shows that the total cost to the New York City Department of Correction Academy's budget will be $6,978, which 12 1/2 percent is allocated to materials. The remaining 87 1/2 percent will be used on labor.

Table 3

Project Budget

Expense	Designer Hours	Other Hours	Cost	Subtotal	Total
Labor					
Analysis	75	0	$1,200		
Design	60	0	960		
Development	85	0	1,360		
Implement	16	128	2,330		
Evaluation	8	8	256		
Total Labor				$6,108	
Materials					
Photocopying			$ 500		
Visual Aids			220		
Student Materials			150		
Total Materials				$ 870	
Grand Total					$6,978

Summary

The analysis phase of this project indicated that New York City Department of Correction's female inmate population has increased 133 percent between 1986 - 1990. The enormous increase in the female inmate population, federal law mandating that male and female officers be assigned to work in all capacities regardless of the sex of the inmate and the lack of a policy and procedure regarding the pat frisk of female inmates by male officers indicated

that the objectives of this design was on target. The objectives were further supported by the development and implementation of recent policies and procedures on the aforementioned topic by other state correctional institutions.

The job task analysis reveals that it was essential to the design to include the identification of adult female inmate's contraband into the objectives. This information will be important to the success of this project, considering that the target population had no knowledge of contraband and the dangers that can occur when such elements enter the correctional setting.

In essence the analysis provided support for the project, as well as an additional objective that will result in giving validity to the design.

Chapter 3

Design

Introduction

The analysis phase made it evident that the lack of a policy governing a task that could lead to civil lawsuits indicated the importance for designing and conducting this training session. In designing this training session, consideration had to be given to the various backgrounds of the target population; the sequence in which the materials would be given; and evaluation tools that would assure the materials were learned and integrated into the performance on the job.

Instructional Task Analysis

The instructional task analysis reveals the subskills to be included into the design in order to successfully achieve the instructional goal. The subskills had to be in a sequence to bring the learner from the simplest task to the more complicated task. Based on the analysis section of this project, six subskills were identified, as noted below.

1.0.0 Define the term contraband.

1.1.0 Identify contraband as indicated in Directive #4500R.

1.2.0 Describe female inmates' contraband.

1.3.0 State where female inmates hide contraband.

2.0.0 Demonstrate a pat frisk.

2.1.0 Define a pat frisk as it is stated in Directive #4500R.

3.0.0 State why male correction officers should not pat frisk female inmates.

3.1.0 State how to avoid sexual harassment allegations.

3.2.0 State techniques and procedures for male officers when confronted with pat frisking a female inmate.

The succession of the subskills allowed for the learner to grasp concepts and definitions in order to learn and perform efficiently on the job.

Instructional Objectives

The instructional objectives are the most important part of the project, for they describe the purpose of the design. The instructional objective is a description of what the designer expects the learner will be able to do at the completion of the instructions. According to Mager (1984), a well written objective contains three elements, the performance, condition and criterion. The performance is a change the learners must demonstrate to show that they have grasped the task. This is accomplished with the use of

action words, such as describe, draft and write. These action words state the main intent of the objective.

The condition is the perimeter the learner must function in during the instructions. It states what books, documents, factors and elements the learner will have to work from.

The criterion is the standard by which the performance is be evaluated. A proper criterion allows the designer to measure the learner's retention of the materials. The criterion can be based on time limit, accuracy and/or quality. A time limit criterion indicates the time the learner is given to perform the task. For example, the learner must be able to place ten pegs of different shapes in the appropriate holes within ten seconds. The criterion is based on accuracy of the learner to demonstrate a pat frisk within five minutes with no deviation from the prescribe procedure. The quality criterion is defining the amount acceptable deviation from perfection that will be acceptable; for example, the learner shooting a target within a given accuracy.

The instructional objective must be communicated in clear and precise language, so that the learners know what they have to do, how it is expected to be done and how they know if they met the expectations. As Laird (1985) stated, "...understanding the objectives is sometimes called

"motivation" ... until the learner has ownership, little useful learning will result."

This project had ten instructional objectives, as presented in Appendix C. They fulfill Mager's (1984) objective format. Below is an example of one of the ten objectives:

> Given a list of contraband of both male and female inmates (condition) the learner will be able to identify contraband (performance) exclusive to the female inmate population. The items identified must be found in Directive #4500R Control of and Search for Contraband (criteria).

Entry Behavior Defined

The entry behavior of the target population for this block of instruction is the same as it is for any block of instruction at New York City Department of Correction Academy. It is not required that the recruit officer enter the Academy with any knowledge of correction policy. What is required is the passing of the Civil Service Examination, be twenty-one years of age by their appointment date and possess a high school diploma or its' equivalent. The prerequisite for this training program is knowledge of Directive #4500R Control of and Search for Contraband to be completed in a previous lesson.

Group and Sequence Objectives

In grouping and sequencing objectives, the designer clustered the instructional objectives into three segments that are built on each other.

The first segment covers the definition of a pat frisk and the source of the definition. During this session the learners are provided with an exercise that allows them to conduct a pat frisk within groups of twos.

The second segment consists of case studies, questions and answers that encompass four objectives. This segment allows for small groups of fours to read and discuss the case studies. The case studies focus on situations in which a male officer is confronted with pat frisking female inmates. This allows the learners to understand how sexual harassment allegations can occur. In addition, it permits the learners to develop alternatives to conducting a pat frisk on inmates of the opposite gender. Each case study is followed by four questions. Each person within the group answers a question. Then group discussions on the answer will be conducted within the small group.

The third segment covers the definition for contraband and allows for small group brainstorming sessions to develop a list of contraband items.

Within the large group the learners will brainstorm areas where female inmates hide contraband.

Learning Activities Specification

The function of the instructional strategy is the process of linking the preinstructional activities, the information to be presented and the media and methods, to produce a learning outcome that results in a measurable behavior change in the learner. Following Gagne's (1985) nine step model for developing instructional strategy, this designer succeeded in developing a well structured instructional strategy.

Motivation is achieved by using the brainstorm method. This designer informed the learners that the instructor had contraband on their person, then asked the class how they would go about finding it.

Expectation was accomplished by stating the overall goal of the block of instructions:

> Correction officers in female institutions will be able to identify contraband from female inmates and develop techniques to apply when confronted with pat frisking inmates of the opposite gender, as per Directive #4500R Control of and Search for Contraband.

By administrating a test on the prerequisite skill,

Directive #4500R, the designer is able to stimulate recall of prior learning. The learner is told that this block of instruction is based on Directive #4500R, so that it is imperative that they are knowledgeable of the Directive in order to succeed in this class. This designer suggests that study groups be conducted prior to the session to review the Directive. This fulfills the selective perception in Gagne's (1985) model.

Semantic encoding is achieved through the use of flip charts and small group activities. The use of small groups provide an environment where the learners invested in the learning process by sharing their life experience (Knowles, 1987).

The use of case studies and demonstrations allow the learners to develop skills in logical thinking and critical analysis of problems. This type of thinking process is necessary in the field of correction where the officer is faced with numerous problems on a daily basis that requires quick and proper decisions. The use of case studies require that the learners take risks when sharing their views. This learning process is supported by Tiger and Fox (Laird, 1985), "Optimal conditions for learning as adults requires risk taking."

Feedback is a continuous process during the instruction. At the end of every group session, a member

of each small group reports their findings and decisions to the larger group, then the instructor provides additional information or suggestions that are supplied in the design. This allows for a continuous flow of information to and from the learners. Additionally, feedback is provided during the exercise on the pat frisk procedure. The instructor circulates within the small groups to observe that the learners are demonstrating the technique accurately. The instructor reinforces proper performance and corrects inappropriate performance before the learners continue the exercise. This technique provides immediate feedback to the learners.

A student handbook is provided at the onset of the session. It provides space for the learner to take notes. The handbook is organized in the sequence of the objectives. Trainees are expected to fill-in the areas with the correct answers provided during the lecture portion of the session. The handbook has a two-fold purpose: it can be used as a study guide prior to the post test and as a quick reference guide after the session.

Assessment System Specification

Performance is assessed with the use of a post test, paper and pencil test to measure the cognitive knowledge on the objectives. The post test contains fill-ins, matching and

multiple choice. Fill-ins are very short essay items that elicit pertinent information given during the session. It shouldn't provide the learner with hints or clues to the right answer; guessing is less of a factor. Matching is difficult to compose, easy to administer, and easy to score. It measures the learner's ability to recognize the contraband items. Multiple choice items reduce guessing that takes place in the true/false type of testing. It is purely objective and tends to be reliable. It can measure several levels of learning, for the incorrect answers can be selected to measure the learner's various levels of understanding.

With the use of a checklist test the psychomotor domain of the performance objective can be measured.

The recruit officer is not required to bring knowledge of correctional procedure to the instructional session, but the pretest given assesses the general knowledge of the learners on contraband and the pat frisk procedure. The results of the pretest will be statistically compared to the results of the post test to evaluate whether learning takes place. Two questionnaires are used to measure the learners' interest, motivation and enthusiasm for the topic. The questionnaire is given prior to and after the instructions. The results of the questionnaires are discussed in Chapter 6.

Evaluation System Specification

The formative and summative evaluations will follow the guidelines set by Dick and Carey (1985). The formative evaluation will be conducted in four stages. The draft of the materials is reviewed by subject matter experts. They examine the materials for accuracy and currentness of the information. Members of the target population are being used in the one-on-one and small group trials. During these stages, the material is critique for sequence, media and methods used during the training session. After each stage, the material is revised as needed based on the information gathered.

A pilot test was not conducted, due to the lack of availability of participants. The time allocated to conduct a pilot test conflicted with the participants' on-the-job training in the jail setting.

The designer reviewed the materials to assure that the transitions between sections were smooth and that the flow of the content was consistent and logical. Instructors to present the program were interviewed, to ensure that they were knowledgeable on the female inmate; in order to provide good feedback to the learners during the small and large group discussions.

Learning Transfer System Specification

Broad (1982) suggests that learned behavior is transferred when the policy makers are completely involved in the training program, from the goal setting to the transfer of learned behavior. Broad believed that management's support will assist in motivating the learners about the training program. According to Broad, this is accomplished by selecting employees to attend training programs that have a direct impact on their job responsibilities. This type of motivation is built into the Academy. When recruits enter the Academy, they are aware that all training directly affects their behavior on the job. Broad also suggests that outside distractions should be eliminated. Recruits are only permitted to receive emergency calls and can only make calls during their lunch break. This eliminates the distractions. Broad proclaims it is important that training is based on policy. In this case, the designer aims to influence management to develop a policy on the pat frisking of inmates of the opposite gender. Through the research conducted for this project, management can see the need for a policy on the issue. One aspect of Broad's transfer of learning theory that is in agreement with the technique used to ensure that the new behavior is transferred to the job setting, by using the supervisory staff to monitor and encourage new behavior of

the learners. This designer developed a questionnaire for supervisory use. The questionnaire is designed to measure the transfer of learning to the job setting. The questionnaire is submitted to the supervisors so that they can observe and document the behavior of the target population after the session. The questionnaires will be returned to the designer in order to statistically calculate the transfer of learning.

The ability to recognize and seize contraband is an important aspect of a correction officer's job. Successful performance of the task can eliminate serious injury and the loss of the individual's job. This indicates that the learners comprehend the performance objectives and are implementing the new learned behavior.

Review and Selection of Existing Materials

In reviewing the existing materials at the New York City Department of Correction Academy, the designer located one source that can be included into this program. There is a class given to recruits called "Contraband" which lectures on the pat frisk procedures and discusses Directive #4500R Control of and Search for Contraband. The designer took the lecture procedure of the pat frisk and implemented it into a checklist for a hands-on practical of the pat frisk procedure.

This project is based on Directive #4500R Control of and Search for Contraband, which empowers correction officers to conduct pat frisks, but doesn't state a procedure for male officers pat frisking female inmates.

Summary

In this chapter the designer stated the objectives which were the basis for the design. It gave a precise picture of what had to be taught. On that premise a structure was developed for the sequence, media and methods. The sequence structure considered the various levels of knowledge and experience of the learners, it was designed to maintain the interest of the learners and meet the instructional goal. Media and methods chosen considered the involvement of the learners in the learning process by sharing of their knowledge and experience.

CHAPTER 4

DEVELOPMENT

Introduction

This chapter describes the development of three units in this program. The first unit covers the definition of the term pat frisk and how to correctly conduct a pat frisk. A student handbook and a checklist for the pat frisk exercise were developed to achieve this objective. The second unit covers why male correction officers should not pat frisk female inmates and how to avoid sexual harassment allegations. This is accomplished with the development of lecture materials, case study, and small group discussions. The final unit required the development of brainstorming questions to generate answers on the definition of the term contraband, and identifying female inmates' contraband.

Learning Activity Development Scheme

The designer based the learning activities on Gagne's (1985) "Stored Propositions in Memory Theory". There are five activities within this design, each activity is linked with the others through the concept that they hold in common, the pat frisk procedure. Pat frisking is the basis for every activity within this design. The activities

provide a rationale, method and reason for conducting pat frisks.

Consideration was also given to Skinner's (1969) programmed learning systems in which the learner receives immediate feedback on the solution to the case studies and the psychomotor practical learning activities. Within the cognitive segment of the instructional design, immediate feedback was provided by periodically asking the learners questions during the lectures.

Learning Activity Development

There are several media and methods that designers can utilize when developing materials. The New York City Department of Correction Academy operates on a limited budget, for this reason the designer chose those media and methods that are cost effective, interesting and demand interaction among the learners.

This designer chose to use a student handbook noted in Appendix D, to assist in reinforcing learned materials. The information to be filled in, in the handbook covers the objectives as they are presented. In addition, the materials will reappear on the post test. The learners will be able to use the handbook as a study guide for the post test, as well as a reference guide after the training session.

The lecture materials seen in Appendix D are very short, they provide the learner with direct information on the procedure for male correction officers when confronted with pat frisking a female inmate. The instructor asks the learners questions, for which they are not expected to know the correct answers. The questions are used to involve the learners in the process, promote discussion and comments, to start the learners thinking about the subject, and to encourage participation. This designer included a demonstration in this unit to show the procedure and to have the learner use their sense of vision and hearing. Learning is maximized as more of the senses are involved in the process. At this point, only the cognitive form of learning has been involved. The steps to follow, include the psychomotor domain.

Appendix D provides directions for the group activity. With these instructions, any instructor can train in this course. Without the directions, the instructor may feel uncomfortable conducting the activity.

The use of the psychomotor activity provides the learner with an opportunity to learn by doing showed in Appendix D. At this point, the instructor defines and demonstrates a pat frisk. In order for the learner to comprehend what is encompassed in the pat frisk procedure, they must actually conduct a pat frisk. By conducting a pat frisk, the learner

sees and feels what private parts of the individual's body are touched. This leads into the next lecture unit which is avoiding sexual harassment allegations.

This unit contains questions and answers, lecture, and a scenario as indicated in Appendix D. The question and answer will get the learner thinking about other alternatives for male correction officers when confronted with pat frisking a female inmate. Actually conducting a pat frisk and questioning on the procedure allow the learner to see and understand the consequences of failing to abide by the alternatives given for pat frisking inmates of the opposite gender. Questioning the learner allows for them to come up with the answers and buy into the procedure.

Appendix D provides a purpose for conducting the pat frisk. It contains the definition of contraband, and the types of contraband found on female inmates, and areas female inmates conceal contraband. The learners have the opportunity to see, smell and touch such contraband, provided by the instructor.

Materials for Evaluation Produced

The formative evaluation offers the opportunity to collect data that will assist in making revisions on the content, media, methods and tests in the instructional materials. The pretest in Appendix E was reproduced for the

formative evaluation. Revisions were made in the pretest due to the feedback from the one-on-one trial. Necessary revisions were made in the post test in Appendix F. The post test is based on the criterion reference testing system. The learner has to score 70 percent to pass the post test. This grade is mandated by the New York City Department of Correction Academy, which follows the grading process of the New York City Department of Personnel that requires a 70 percent to pass any civil service test.

To further gather information on the substance of the instructional materials, the questionnaires shown in Appendix G were developed. Revisions were not necessary. Nine student handouts shown in Appendix D were also reproduced.

Summary

One of the biggest training problems that the Department of Correction Academy faces is getting the recruits to buy into departmental policies and procedures. It is the designer's belief that through the methods described in this chapter, the learners are part of the solution thereby, buying into the procedure. It is the designer's desire to have the learners see the procedure as a way of protecting their positions and an assistance in the performance of their daily duties as correction officers.

The designer based the development of the project on the need of the agency as well as the need of the learners. It is the agency's need to have training programs that save money in the present and the future. The development of this program is focused and does not duplicate already existing programs. The program provides learning activities that maintain the interest and motivation of the learners. The activities were reviewed by subject matter experts and revised based on their feedback. This enabled the designer to develop a program that met both the agency's and learners' needs.

CHAPTER 5

IMPLEMENTATION

Introduction

The project has now passed the stage of major revisions in the content and instructional strategy. This chapter focuses on the purchasing of materials to conduct the program, dates and participants in the implementation stage.

Materials for Implementation Reproduced

There are no special circumstances surrounding the reproduction of the handouts for this training session. Thirty-two copies of the pretest, post test, student handbook, task checklists, case studies and reaction questionnaires were duplicated. There is only one duplicating machine at the Academy. It has a tendency to breakdown when needed the most, the designer chose to duplicate these items a week before the sessions. Purchased were flip charts, multicolored magic markers, one bottle of perfume, nail polish and nail polish remover.

Instructional Delivery

On May 3rd, 1990, the designer arranged to conduct the first stage of the formative evaluation with the secretarial staff of the Academy. The individuals chosen fit the criteria of the target population. The target population (recruits) are learners ranging from 21 to 37 years of age, males and females with education levels ranging from high school graduates to college graduates and with work experiences ranging from none to ten years. The first stage was conducted on three individuals from the secretarial staff. Two women and one man (the only male on the secretarial staff).

This stage was conducted in the conference room, because it is a very relaxing room; navy blue carpeting, panel walls, soft lighting and cushioned chairs. The session was held with each individual separately. The first step was to explain the importance of their participation in the learning process, that the future development of the training session was to be based on their feedback. The designer then administered the pretest, content, post test and questionnaire. At the completion of the preview of the session, a discussion was held with each individual in order to gather their perception on all aspects of the training session: lecture, demonstration, case study, small group

activity, student handbook, worksheet, questionnaire, pretest and post test.

The small group session took place on May 7th, 1990. This allowed the designer time to make revisions in the materials that were received from the one-on-one stage. The small group consisted of six correction officers. The designer was successful in acquiring individuals with a similar background as the target population. Unlike the first stage this one consisted of more males. The training program was designed for all recruits officers, but especially males, for the procedures will impact on them the most.

The session was conducted in the same type of classroom used for recruit training daily; pastel color walls, carpeting, hard chairs with a desk connected and bright lights. Unlike the first stage where the materials were discussed, this session was conducted as if it was the actual target population, implementing the student activities, demonstration, pretest and post test. At the completion of this stage, the reactionary questionnaire was administered. Emphasis was placed on the responses from the questionnaire. Further revisions were made in the materials based on the number of similar responses to the same question.

Data Collection

The reaction questionnaire in Appendix G was used in the first stage, in order to receive a reaction from the individuals on the instructional materials and all aspects of the training session. The questionnaire was geared to measure the learners' interest and enthusiasm level about the training process.

The reaction questionnaire in Appendix G questionnaire was used during the second stage. It measured the strengths and weaknesses in the instructional materials. A pretest and post test was administered to measure learned materials.

Summary

In this chapter, the designer covered the reproduction of the materials needed to implement the instructions. Emphasis was placed on the need to have the materials reproduced at least a week prior to the instructions. This will avoid undue stress, in case the duplicating machine malfunctions.

CHAPTER 6

EVALUATION

Introduction

The formative evaluation was conducted to strengthen the effectiveness of the instructions. This was accomplished by collecting data and information from the participants in the two stages of the formative evaluation. Revisions were made in the instructions based on the feedback, in order to have the instructions to meet the objectives.

Formative Evaluation

The formative evaluation procedure was based on the outline given by Gagne (1985). Individuals were readily available to participate in each stage of the formative evaluation. Full presentations were conducted in the small group trial. The one-on-one was conducted as a discussion session between the designer and the participants.

One-on-One Trial

Three individuals participated in the one-on-one stage of the formative evaluation. The session was conducted as mentioned above. The three individuals were from the secretarial staff: two females one age 23, with a high

school diploma and two years of working experience in correction. The other was 32 years old, a college graduate with nine years of working experience in correction. The male participant was 27 years of age, with some college education and five years working experience in correction. The passing grade for this program was 70 percent, a means of 83.3 percent indicated that learning took place beyond the passing grade. Comparing the pretest with the post test the designer noted that knowledge of the subject matter increased for each participant. For two of the learners there was a significant increase in learning on the subject.

The questionnaire administered revealed a positive reaction to the instructional materials. Interviewing each participant revealed a concern that item one in the pretest was too easy. They added that the overall pretest succeeded in motivating them to want to know more about the subject. The participants felt that the explanation on when a male officer can and can not pat frisk a female inmate was not clear. They expressed concern about question six in the post test. The participants felt that there were insufficient clue words to trigger their memory to complete the statement. The designer revised the aforementioned areas, using their suggestions.

Small Group Trial

The small group stage was implemented as stated in Chapter 5 with a few changes.

There were six correction officers that have been on the job for four to seven years. This population's experience and knowledge of policy and procedure resulted in no sufficient gain of knowledge. Comparing the pretest to the post test the results supported this fact. The questionnaires' results for the small group trial indicated that the learners understood what they had learned. The objectives were clear and the activities during the implementation were essential to the learning process. No further revisions were made.

Pilot Test

A pilot test was not conducted.

Summative Evaluation

The evaluation was conducted on twenty-one recruits who were in their last week of training at the academy. In the last week of training there is usually one period consisting of one hour and forty-five minutes that is free. The designer was permitted to conduct the evaluation within this period. This program is designed for three and one-half hours, so the materials were rushed through. The recruit

class consisted of twenty-one recruits, six females and fifteen males, with an age range of 21 - 40. Comparing the pretest to the post test indicated that each individual learner gained in knowledge from the instructions. The questionnaire in Appendix G measured the learners' attitude on the instructional materials. It revealed that the pat frisk procedure was found to be the most useful, and that the learners felt the entire program was valuable to their duties as correction officers. The learners expressed a usefulness for the training. Overall, the majority of this group believed that the instructional materials were excellent.

As showed below, Kirkpatrick's (1979) four levels of the summative evaluation provide support for the value of this project.

Reaction

The questionnaire used in the evaluation stage indicated a positive reaction to the materials and all aspects of the training session. The learners were interested, motivated and enthusiastic about the program. The designer expected resistance to the training program, but instead found that the learners were eager for the information.

Learning

The results of the post test given during the summative evaluation stage indicated that learning took place. Ninety-eight percent of the learners passed the post test far beyond the passing grade. In the pretest more than half of the learners failed with a score far below the passing grade. The post test was not a test of chance, but was designed to ensure knowledge could be measured

Behavior

To measure the behavior of the learners, the supervisory staff (captains) will be given a checklist to observe and document the learners' performance on the job. The checklist will be in the yes/no form as shown in Appendix I. The questionnaire is based on Kirkpatrick's (1979) systematic appraisal performance after training. The information from the questionnaires will be returned to this designer to be analyzed. The statistical results will further indicate a change in the behavior of the learners.

Results/Impact

The results will be measured by any documented sexual harassment allegations after the training session.

This project will cost approximately $6,978.00 to develop and implement on a continuous basis. It would cost the New York City Department of Correction millions of

dollars if a female inmate brought sexual harassment charges against an officer. The cost of legal counsel, investigators and officers testifying come to approximately $2,562.00 per day (see appendix H). The litigation process can continue for months. If we consider five days of litigation it would put the Department in the red for $12,810.00.

Learning Transfer

This project received the support of management from the onset. Management did not participate as Broad (1982) suggested. Broad's learning transfer is built on the support of management. Broad suggests that management play an active role in every aspect of the training program, from the needs assessment to the follow up of the new behavior implemented on the job. It is also suggested that the learner receives constant reinforcement.

Throughout this program, the learners received feedback from the instructor on their performance in the cognitive and psychomotor skills. The learners assisted in the transfer of learning by maintaining motivation and enthusiasm during the learning process. The designer plans to utilize the supervisory staff (captains) to ensure that learned behavior is used on the job. It is the responsibility of the captains to maintain learners'

performance on the job, because they are legally liable for incorrect performance which may incur a lawsuit. This becomes an incentive for the supervisors to utilize the checklist in Appendix I and forward the results to this designer.

Summary

The formative evaluation disclosed that the designer's effort to keep the pretest simple was fruitless. It was better to challenge the learners' knowledge on the subject matter. In addition, the formative evaluation indicated that the activities were on target, it provided information and allowed for learning through experiencing.

The summative evaluation indicated that the designer was correct about the target population. It revealed that while the learners were buying into the training process through participation, they were also learning the materials.

Chapter 7

SUMMARY AND RECOMMENDATIONS

Introduction

An idea has now come to a reality. Goals were identified, objectives were developed, test questions were produced, media and methods were selected, implementation took place and evaluations were conducted. This chapter will describe what the designer learned during each stage of this project. It will also provide a recommendation to administration regarding the pat frisking of female inmates by officers of the opposite gender.

Methods and Procedures Used

The goal of this project was to have correction officers in female institutions identify female inmates' contraband and be able to state alternatives for male correction officers when confronted with pat frisking female inmates. The goal was achieved with the use of Dick and Carey's (1985) Instructional System Design model.

The analysis stage identified the need for this training, which was based on the daily tasks of a correction

officer. Administration support for this project was based on the analysis stage.

In the design stage, the instructional objectives were developed, grouped and sequenced into manageable lesson plans. The entry level behavior was easily defined, since all entry level officers must possess at least a high school diploma or its' equivalent. The method and media were determined to gain and maintain the attention of the learners, while providing instructional information. Test items were constructed in this stage and evaluation methods were chosen to measure the effectiveness of the program.

The development stage gave a step by step description of the information, examples, practice items and feedback needed for each objective. During this stage, the project was examined by subject matter experts.

The implementation stage ran smoothly. Participants were identified for each trial test and were willing to partake in the learning process. Revisions made in the materials were made based on the feedback received from the one-on-one and small group trials. The implementation proved that the revisions were necessary in order for the materials to be delivered in a logical and comprehensive fashion.

The evaluation stage was based on statistical data collected. The pretest was statistically compared to the

post test in each of the trial phases. This enlightened the designer as to the effectiveness of the project. The reactionary questionnaires were also formulated into valuable statistical information. It disclosed that the target population, the media and methods chosen were accurate.

Conclusions

The results of the gain table, the comparison of the total possible items answered correctly and the T-test formula indicated that learning on the part of the participants took place with the provided materials. Even though one learner in the implementation failed the post test, knowledge on the subject matter was gained. This learner did not greatly impact on the overall result of the T-test. The results of the T-test showed that the null hypothesis was rejected and thereby expressed an increased in learning. On this basis, the designer concluded that the project was a success.

This designer learned that the block of instruction requires four hours, in order to permit for questions and comments from the learners. During the implementation, a number of feelings surfaced that were not anticipated by the designer. For example, the subject of double standards regarding sexual harassment allegations against both male

and female officers. This designer also acknowledged the need for four instructors during the psychomotor test of the pat frisk. The additional instructors will assure that each participant receives ample feedback on the procedure. The pilot test also revealed that the instructor must have a background on the female inmate in order to conduct the program successfully.

Recommendations

At mid year, 1990, there were 43,541 women in federal and state prisons in the United States. The female prison population in the United States has grown more rapidly than the male population in each year since 1981. New York City Department of Correction can not ignore the rapid increase in the female inmate population and the adjustments required in policy to accommodate them.

New York City Department of Correction's present policy on pat frisking was written for conducting the procedure on inmates of the same sex as the officer. Other states through policy have addressed the issue of pat frisking inmates of the opposite sex of the officer. This designer recommends that the Department develop a policy that address:

1. Prohibiting male correction officers from conducting a routine pat frisk procedure on female inmates.

2. Mandating that each team of officers working in a female housing area consist of at least one female officer at all times.

3. Instructing male officers confronted with a situation that requires a routine pat frisk of a female inmate, to isolate the inmate and request a female officer to conduct the pat frisk.

4. Permitting the pat frisk of female inmates by male officers in an emergency or a situation in which staff or inmate's safety would be compromised.

A written policy and this training program can free the Department of liability charges in sexual harassment cases.

Concluding Statement

Society has attempted to ignore the rights of women. We refused to permit those rights to be ignored. Women as a whole have made a number of advancements and accomplishments, by demanding to be heard. However, there are groups of women that have been forgotten or overlooked. These women either lack the knowledge or the ability to fight for their rights. Female inmates are one of those

groups. As a woman, I felt it was important to address one area in which female inmates rights' are being violated.

Each person is blessed with a special talent. Mine is in training. Whatever your talent use it to protect and advance the rights of **ALL WOMEN**. Remember **"United We Stand, Divided We Fall"**.

APPENDIX A

JOB TASK ANALYSIS

1.0.0 Define Contraband.

1.1.0 Identify contraband a indicated in Directive #4500R.

1.2.0 Describe female inmate's contraband.

1.3.0 State where female inmates hide contraband.

2.0.0 Demonstrate a pat frisk.

2.1.0 Define a pat frisk a indicated in Directive #4500R.

3.0.0 State why male correction officers should not pat frisk female inmates.

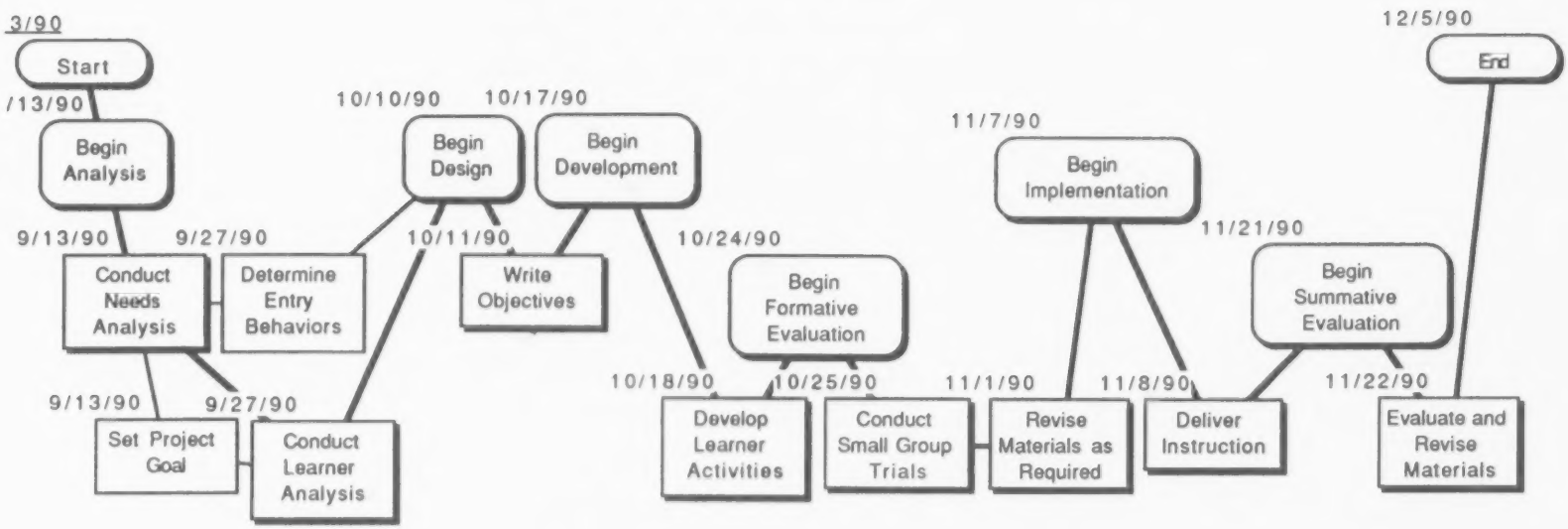
3.1.0 State how to avoid sexual harassment allegations.

3.2.0 State techniques and procedures for male officers when confronted with pat frisking a female inmate.

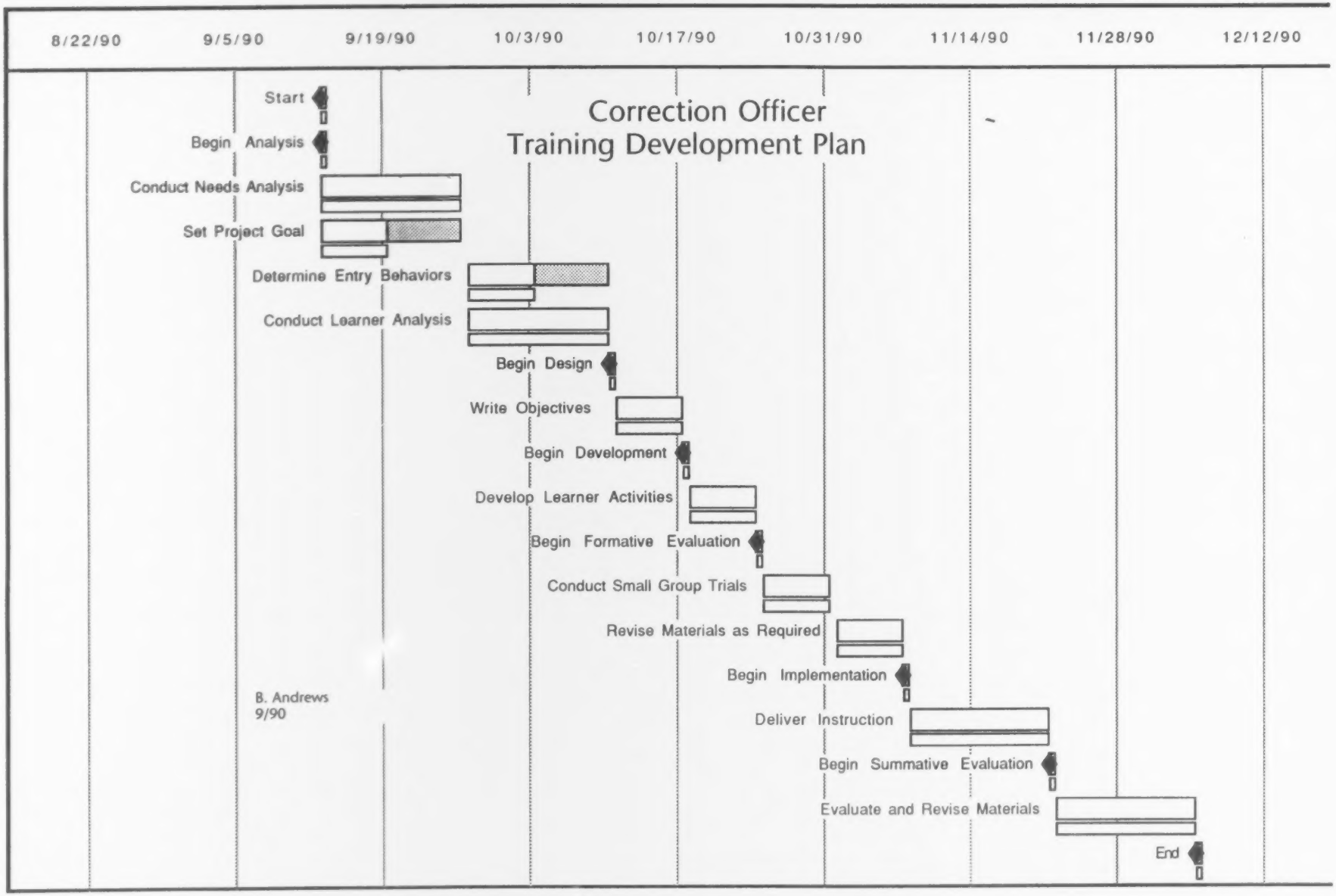
APPENDIX B

PROJECT PLANNING

Correction Officer
Training Development Plan



B.Andrews
9/90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9/19/90
10/3/90
10/17/90
10/31/90
11/14/90
11/28/90
12/12/90
Correction Officer
Training Development Plan
Start
Begin Analysis
Conduct Needs Analysis
Set Project Goal
Determine Entry Behaviors
Conduct Learner Analysis
Begin Design
Write Objectives
Begin Development
Develop Learner Activities
Begin Formative Evaluation
Conduct Small Group Trials
Revise Materials as Required
Begin Implementation
Deliver Instruction
Begin Summative Evaluation
Evaluate and Revise Materials
End
B. Andrews
9/90

APPENDIX C

INSTRUCTIONAL OBJECTIVES

1.0 Given a list of contraband of both male and female inmates, the learner will identify contraband exclusive to the female inmate population. The items identified must be found in Directive #4500R.

1.1 Given a list of areas contraband can be hidden, the learner will state where female inmates hide contraband. The areas stated must be found in Directive #4500R.

1.2 Given a list of contraband for both male and female inmates, the learner will describe female inmate contraband. The items chosen must be found in Directive #4500R.

1.3 Given a list, the learner will identify contraband as indicated in Directive #4500R. The items identified must be found in Directive #4500R.

1.4 Given the term contraband, the learner will state in writing the definition of the term contraband. The definition given must correspond with the definition stated in Directive #4500R.

2.0 Given a scenario, the learner will restate the the alternative given for male officers when confronted with conducting a routine pat frisk on a female inmate.

2.1 Given a scenario, the learner will state in writing how to avoid sexual harassment allegations. The learner's written response must be in accordance with the alternative given.

2.2 Given a scenario, the learner will state why male correction officers are not permitted to conduct routine pat frisks on female inmates. The learner's response must be in accordance with the information given during the session.

3.0 Given partners of the same sex, the learner will demonstrate a pat frisk. The demonstration must be in accordance with Directive #4500R.

3.1 Given the term pat frisk, the learner will state in writing the definition of a pat frisk. The definition given must correspond with the definition given in Directive #4500R.

APPENDIX D

LEARNING MATERIALS

LEARNER'S HANDOUT

PAT FRISK

Fill in the definition as it is stated in Directive #4500R:

PAT FRISK _____

_____

Write in the seven (7) steps for conducting a PAT FRISK:

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

In the spaces provided, write the alternatives male correction officers may use when confronted with a routine pat frisk of a female inmate.

1. _____

_____

2. _____

_____

Define what is considered an emergency situation in which a male correction officer is permitted to conduct a pat frisk on a female inmate.

An emergency situation is _____

_____

_____

CONTRABAND

Fill in the definition in the available space:

CONTRABAND _____

_____

Give examples of generic and female inmates' contraband:

Generic Contraband	Female Inmates'Contraband
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____

In the available spaces, write areas where female inmates hide contraband:

1) _____

2) _____

3) _____

4) _____

UNIT 1

PAT FRISK

Lecture:

A Pat Frisk is a brief search of the person, limited to a pat down of the person's outer clothing.

(This definition will be written on a flip chart. Instruct class to fill in the definition in the appropriate spaces in the student handout.)

Question:

Why do correction officers pat frisk inmates?

Expected Response:

To prevent any weapons from entering the institution.

Lecture:

Rules and regulations empower the correction officer to pat frisk inmates. It states, "All inmates leaving and returning to the institution and the living quarter areas must be pat frisked". This is considered a routine pat frisk procedure.

There are seven steps in the pat frisk procedure. (Refer to the pat frisk procedure checklist and demonstrate the procedure while stating each step.)

Directions for Skill Practical

Distribute checklist to the class. Break the class into groups of threes of the same sex. Have one person in the group read aloud the steps for conducting a pat frisk (from the checklist), while the other person in the group conducts the procedure of the third person. This is to be repeated until each individual in the group has conducted a pat frisk. The instructor will circulate among the groups to check for the learners' accuracy in performing the procedure. The instructor makes corrections where needed and affirms proper procedures. Time allowed 30 minutes.

TASK WORKSHEET

CHECKLIST

The learner must be able to: **DEMONSTRATE A PAT FRISK**

		1. Have inmate remove hat, unbutton coat or jacket and empty all personal items from pockets. Have inmate place all items aside.
		2. Have inmate stand with their arms extended to each side and legs spread apart.
		3. Run your hands under shirt collar and down upper part of each of the inmate's arms to the wrist.
		4. Bring your hands back along the underside of the inmate's arms to the armpit.
		5. Sweep your hands down the inmate's shirt from front to back.
		6. Run your hands from the waist down the backside to the cuffs of the inmate's pants.
		7. Run both of your hands down one leg at a time checking inner and outer leg, check the crotch area carefully.

UNIT 2

AVOIDING SEXUAL HARASSMENT ALLEGATIONS

Question:

While conducting a pat frisk, what parts of the body were touched?

Expected Response:

Arms, legs, wrist, armpits, waist, chest, legs and crotch areas.

Question:

Why were you broken into groups of the same sex?

Expected Response:

Because during the pat frisk the chest and crotch area were touched.

Question:

If a male officer is pat frisking a female inmate, what could possibly happen?

Expected Response:

Sexual harassment allegations.

Lecture:

In order to avoid sexual harassment allegations there are alternatives that male officers can institute when confronted with conducting a routine pat frisk on a female inmate. We will also stress the importance of the female officer's presence in the housing area.

When a male officer is confronted with a routine pat frisk of a female inmate he should isolate the inmate and request a female officer to conduct the pat frisk.

Question:

What would you do if both officers in the housing area are males and you have to conduct a routine pat frisk?

Expected Response:

Contact the area captain and inform him/her of the situation, so that a female officer can be assigned to that post.

Lecture:

In an emergency or a situation when staff and/or inmates' safety could be compromised, the male officer is permitted to conduct a pat frisk on a female inmate.

Question:

What is considered an emergency situation or what would comprise a threat to the safety of staff and/or inmate?

Expected Response:

When an inmate is in possession of a gun, knife or explosives.

Scenario:

You are a male correction officer working the messhall post in a female institution. You observed inmate X

pass a knife to inmate Y, who places the knife down her pants. What should you do?

Expected Response:

Order inmate Y to hand over the knife, if she refuses, immediately conduct a pat frisk.

Question:

Why are you within your rights as a male officer to conduct a pat frisk on inmate Y?

Expected Response:

Because the knife is a threat to the safety of staff and inmates.

Instructions:

Distribute case study and follow direction indicated on the case study sheet.

CASE STUDY

Officer Alfred Alberta is the "B" officer in a female housing area. He observes Joanne and Diane fighting over $5.00. Inmate Cathy snatches the $5.00 from inmate Joanne and rushes towards the bathroom. The "A" officer Thomas Gene orders inmate Cathy to stop, but she proceeds into the bathroom.

How should Officer Alberta proceed?

Break into groups of four people each. Read the possible procedures, each person in the group will take one of the procedures and discuss whether the action is appropriate and would there be ramifications, if so, what are they?

1) Should Officer Alberta should follow inmate Cathy into the bathroom area and conduct a pat frisk?
2) Should Officer Alberta should request assistance from Officer Gene to restrain inmate Cathy?
3) Should Officer Alberta should keep inmate Cathy in the bathroom until the captain arrive.
4) Should Officer Alberta should order inmate Cathy out of the bathroom and keep her isolated from the other inmates until the captain or a female officer arrives?

Allow 10 minutes for this activity.

Unit 3

CONTRABAND

Question:

What is the definition of contraband?

(Don't expect an accurate definition to this question. It is being asked to start the learners thinking about the term.)

Answer:

1) Contraband are articles which are prohibited under any law applicable to the general public and for which the possessor is liable to prosecution.

2) Contraband are articles which are readily capable of being used to cause death or serious physical injury.

3) Contraband are articles that are toxic or caustic agents.

The definitions are applied to the New York City Department of Correction's facilities.

Instructions:

The definitions should be written on a flip chart. Instruct the learners to fill in the definitions in the appropriate spaces in the student handout.

Small Group Activity:

Break the class into groups of five and have them brainstorm contraband; examples should be given for each of

the definitions. Supply each group with a sheet of flip chart paper to record responses.

Allow 15 minutes for this activity.

Tape up responses on available wall space, and have a member from each group report back to the larger group.

Lecture:

1) Cocaine, heroin, crack or any illegal drugs = contraband prohibited under any law applicable to the general public.

2) Gun/gun powder, knife, explosives or any weapons that can cause death or physical injury.

3) Lye, bleach, ammonia or jail house liquor = toxic or caustic agents.

In addition to the above examples of contraband, Directive #4500R states the "currency, chewing gum, razors, lock-in-sock, cologne, burglary tools, perfume, nail polish and nail polish remover are considered contraband".

The above information should be written on a flip chart.

Instruction:

Have the learners write the contraband items from Directive #4500R in the student handout.

Question:

Which of these items from Directive #4500R are exclusive to the female inmate?

Expected Response:

Perfume, nail polish and nail polish remover.

Question:

Why are these simple every day items females use in the general public considered contraband?

Expected Response:

Because the fumes from them are toxic; if ingested they can make the inmate ill; if thrown in the eyes can be harmful; and it can be flammable.

Question:

Where do you think female inmates hide contraband?

Expected Response:

Vagina, under their breast, in bras, sanitary napkins and in weaved hair.

APPENDIX E

PRETEST

PRETEST

1) Directive #4500R defines a pat frisk as:

(a) Having the inmate strip.

(b) Having the inmate empty his/her pockets.

(c) Having the officer sweep his/her hands over the outer garment of the inmate's body.

(d) Having the officer sweep his/her hands over the inmate's pockets.

Ans. _____

2) Female inmates:

(a) Can bring sexual harassment charges against male correction officers.

(b) Can not bring sexual harassment charges against male correction officers.

(c) Can not bring sexual harassment charges against male correction officers because Directive #4500R prohibits it.

(d) Can bring sexual harassment charges against male correction officers because Directive #4500R permits it.

Ans. _____

3) Contraband that is most often found in the possession of female inmates is:

(a) Lock-in-sock

(b) Razor

(c) Perfume

(d) Cigarettes

Ans. _____

4) Directive #2255 states:

(a) Male correction officers must pat frisk female inmates.

(b) Female correction officers must pat frisk male inmates.

(c) Male correction officers shall not pat frisk female inmates.

(d) Female correction officers shall not pat frisk muslim inmates.

Ans. _____

5) It is the correction officer's responsibility to:

(a) Strip female inmates for contraband that threaten the safety and security of the individual.

(b) To inspect assigned areas and inmates for conditions which threaten the safety and security of the institution.

(c) To inspect living areas only for contraband that threaten the safety and security of the institution.

Ans. _____

REVISED PRETEST

Fill in the blanks.

1) Contraband are articles which are readily capable of being used to cause _____ or _____ physical _____.

2) Contraband are articles that are _____ or _____ agents.

Choose the correct letter.

3) Directive #4500R defines a pat frisk as:

(a) Having the inmate strip.

(b) Having the inmate empty his/her pockets.

(c) Having the officer sweep his/her hands over the outer garment of the inmate's body.

(d) Having the officer sweep his/her hands over the inmate's pockets.

Ans. _____

4) Female inmates:

(a) Can bring sexual harassment charges against male officers.

(b) Can not bring sexual harassment charges against male officers.

(c) Can not bring sexual harassment charges against male officers because Directive #4500R prohibits it.

(d) Can bring sexual harassment charges against male officers because Directive #2255 permits it.

Ans. _____

5) Contraband that is most often found in the possession of female inmates is:

(a) Lock-in-sock

(b) Razor

(c) Perfume

(d) Cigarettes

Ans. _____

Answer Key

Pretest

1. C
2. A
3. C
4. D
5. B

Answer Key

Revised Pretest

1. Death or serious physical injury.
2. Toxic or caustic
3. C
4. A
5. C

APPENDIX F

POST TEST

POST TEST

Choose the correct letter.

1) According to Directive #4500R which item (s) are considered female inmates' contraband?

(a) Nail Polish

(b) Cologne

(c) Chewing gum

(d) Necklace

Ans. _____

Fill in the space with one of the five possible answers.

2) Female inmates hide contraband in _____.

3) Match the contraband that is most commonly found on the gender.

(a) Female Inmate

(b) Male Inmate

1) Perfume _____

2) Box Razor _____

3) Lock-in-sock _____

4) Nail Polish _____

Choose the correct letter.

4) Directive #4500R states the following item(s) are considered contraband.

(a) Currency

(b) Cigarettes

(c) Chewing Tobacco

(d) Potato Chips

Ans. _____

Complete the following statements.

5) Contraband are articles which are prohibited under any _____ applicable to the general public and for which the _____ is liable to _____.

6) Male correction officers shall _____ pat frisk _____ inmates, absent of an _____ or situation where _____/inmate's safety would be compromised.

7) You are a male correction officer assigned to the "B" post in a female inmate housing area. Inmate Alice informs you that inmate Dee has a bullet on her person. Your "A" officer was called off her post by the captain and replaced with a male officer.

What action would you take?

_____

_____

_____

Choose the correct letter.

8) You are a male officer assigned to the "B" post in a female inmate housing area. Your "A" officer is a female officer. You suspect inmate Jane is in possession of nail polish remover. To avoid sexual harassment allegations, you should:

(a) Conduct a strip search

(b) Inform the "A" officer and have her conduct a pat frisk.

(c) Inform the captain and then conduct a pat frisk.

(d) Have another inmate pat frisk inmate Jane.

Ans. _____

Complete the following statements.

9) During a routine pat frisk, a male officer can _____ pat frisk a female inmate.

10) According to Directive #4500R a pat frisk is the

_____

_____

POST TEST ANSWER KEY

1) A

2) Vagina, under their breast, in bra, sanitary napkin or weaved hair.

3) 1 = A, 2 = B, 3 = B, and 4 = A

4) A

5) law; the possessor; to prosecution.

6) not; female; emergency; staff

7) Conduct a pat frisk.

8) B

9) not

10) A brief search of a person, limited to a pat down of the person's outer clothing.

CHECKLIST

POST TEST

The learner must be able to: **DEMONSTRATE A PAT FRISK**

		1. Have inmate remove hat, unbutton coat or jacket and empty all personal items from pockets. Have inmate place all items aside.
		2. Have inmate stand with their arms extended to each side and legs spread apart.
		3. Run your hands under shirt collar and down upper part of each of the inmate's arms to the wrist.
		4. Bring your hands back along the underside of the inmate's arms to the armpit.
		5. Sweep your hands down the inmate's shirt from front to back.
		6. Run your hands from the waist down the backside to the cuffs of the inmate's pants.
		7. Run both of your hands down one leg at a time checking inner and outer leg, check the crotch area carefully.

APPENDIX G

QUESTIONNAIRES

ONE-ON-ONE QUESTIONNAIRE

SEX: _____ AGE: _____

---

1) Was the instruction too long or too short? _____

2) Was the instruction too difficult or too easy? _____

3) Did you have problems with any parts of the instructions? If so, which parts? _____

4) Was the demonstration of a pat frisk appropriate? _____

5) Was the small group activity in the pat frisk process effective for learning the procedure? _____

6) Was the checklist on the pat frisk procedure helpful? _____

7) Did the case study help you understand the best action to take when faced with a situation that involves a female inmate with a weapon? _____

8) Did the question and answer segment of the instructions start you thinking about the subject? _____

9) Would you use the student handout as a study guide? _____

10) Would you use the student handout as a reference guide? _____

11) What did you like most?_____

12) What did you like the least?_____

13) How would you change the instructions if you could?

_____

_____

14) Did the post test measure the materials presented?

_____

15) Was the post test too easy or too difficult

_____

Thank you for your participation in this learning process.

SMALL GROUP QUESTIONNAIRE

SEX: _____ AGE: _____

---

1) Were the objectives clear? _____

2) Was the lecture segment of the training directly related to the objectives? _____

3) Was the demonstration of the pat frisk related to the objectives? _____

4) Was the practice exercise on the pat frisk procedure appropriate? _____

5) Did you receive sufficient feedback on the pat frisk exercise? _____

6) Were the small group activities related to the objectives? _____

7) Were the question and answer segments of the instructions related to the objectives? _____

8) Was the case study related to the objectives?

_____

9) Was the student handout helpful in the learning process? _____

10) Did the post test measure the objectives? _____

11) Did you receive sufficient feedback on your post test results? _____

12) Did you understand what you were supposed to learn? _____

13) Was there any terminology used that you still do not understand? If so what was it? _____

_____

14) Was the instruction interesting? _____

_____

15) If you could, what would you change in the instructional materials? _____

_____

Thank you for your participation in this learning process.

IMPLEMENTATION QUESTIONNAIRE

EVALUATION FORM

To improve the quality of instruction and to provide feedback concerning your learning experiences, your candid responses to the following questions would be appreciated. Your responses will remain confidential!

---

1) Which parts of the program did you find most valuable?

_____

_____

Why? _____

_____

2) Which parts of the program did you find least valuable?

_____

_____

Why? _____

_____

3) How would you rate the usefulness of your training, in general?

(4) Excellent (3) Good (2) Fair (1) Needs Improvement

Which parts of the program did you find more useful than others? _____

_____

Why? _____

4) What is your overall evaluation of the instructional efforts? _____

_____

5) How would you improve the quality of instructions?

_____

_____

6) Are there any other comments which you would like to share ? _____

_____

Best wishes and good luck on your future endeavors!

APPENDIX H

LEGAL BUDGET

ESTIMATED LEGAL BUDGET

1)	Legal counsel fee per day	$1,000.00
2)	Investigators fee per day	550.00
3)	Officers time for court per day	406.00
4)	Officers at overtime	606.00
	Total cost per day	$2,562.00
	Total cost for five days	$62,810.00

APPENDIX I

SUPERVISOR'S CHECKLIST

SUPERVISOR'S CHECKLIST

1) Are male correction officers conducting illegal pat frisks on female inmates?

Yes _____ No _____

2) Are female correction officers following the seven steps to conducting a pat frisk as indicated in the accompanying checklist?

Yes _____ No _____

3) Are the officers confiscating female inmates' contraband? Such as nail polish, nail polish remover and perfume.

Yes _____ No _____

4) In an emergency situation where the safety of the institution, staff or inmate are at risk, are male correction officers legally pat frisking female inmates?

Yes _____ No _____

5) Are male officers requesting the assistance of a female officer during routine pat frisk?

Yes _____ No _____

CHECKLIST

FOR SUPERVISORY USE

The learner must be able to: **DEMONSTRATE A PAT FRISK**

		1. Have inmate remove hat, unbutton coat or jacket and empty all personal items from pockets. Have inmate place all items aside.
		2. Have inmate stand with their arms extended to each side and legs spread apart.
		3. Run your hands under shirt collar and down upper part of each of the inmate's arms to the wrist.
		4. Bring your hands back along the underside of the inmate's arms to the armpit.
		5. Sweep your hands down the inmate's shirt from front to back.
		6. Run your hands from the waist down the backside to the cuffs of the inmate's pants.
		7. Run both of your hands down one leg at a time checking inner and outer leg, check the crotch area carefully.

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